

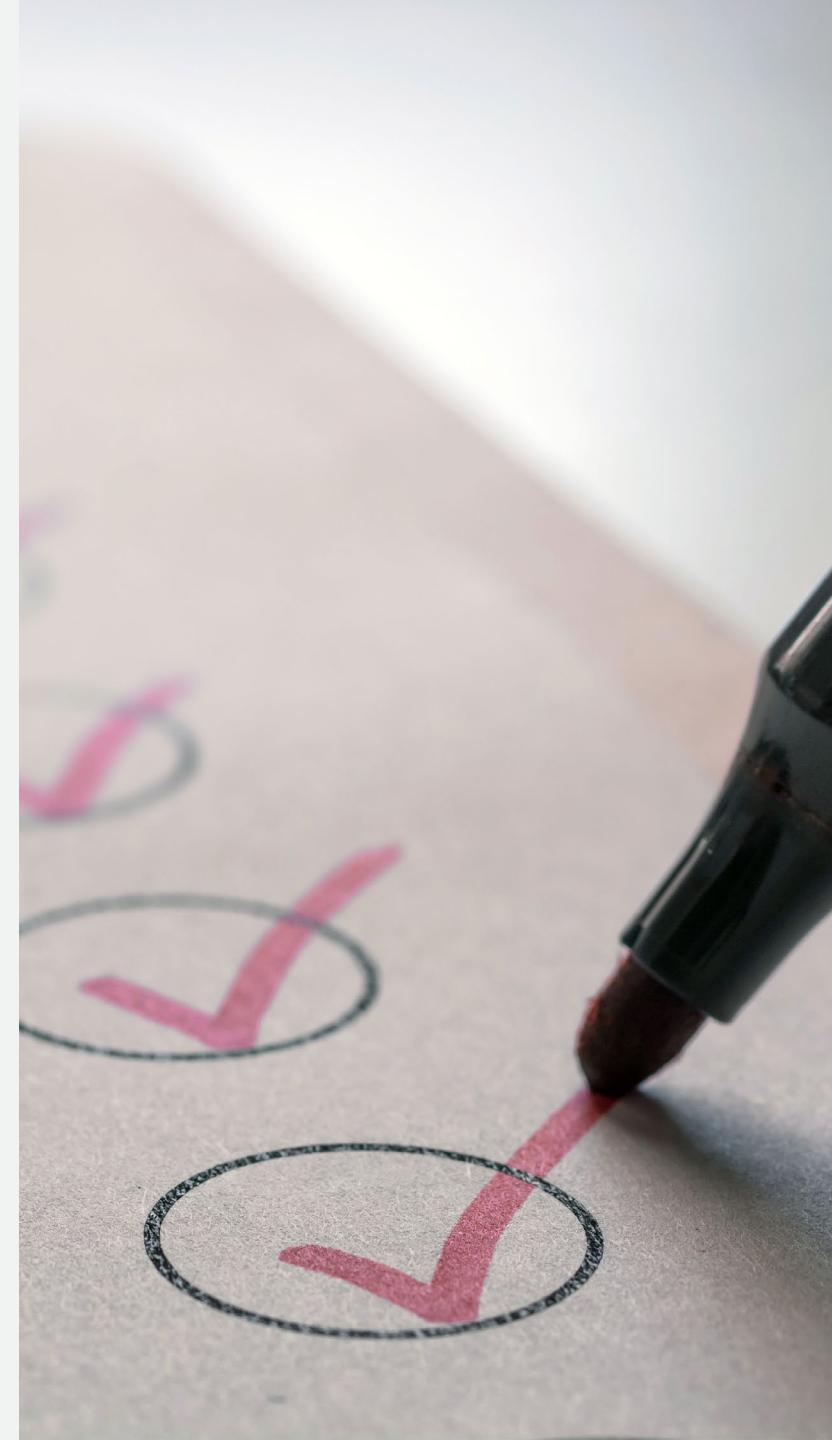


My Students, Your Students, Our Students – The Promise of Inclusive (Special) Education

Dr. Sara Scribner
Plymouth State University
Spring 2024

Agenda

- Introductions
- Brief Journey through Disability History
- So, What is the IDEA (Individual w/Disabilities Education Act)?
- Models for Looking at Disability
- What do we mean by “Inclusive Education”
- Fact or Myth: Inclusive Education
- Upcoming Offerings at PSU
- Questions, Comments, and Closing Thoughts



Welcome and Introductions

- Thank you so much for being here- Welcome!
- In the chat, please feel free to share any information about you:
 - what brought you to this webinar*
 - your professional role*
 - where you are geographically located*
 - how familiar you are with disability history and inclusive education*
 - and/or anything else you feel like sharing*



Dr. Sara Scribner

- Former Inclusive Special Educator
2nd, 4th, 6th, 11th, 12th and 18-21 year olds
- Inclusive Education Consultant
- Syracuse University
- Areas of Interest: Inclusive Best Practices- Differentiation, Co-Teaching/Collaboration, Meaningful Assessment; Supporting Students with Challenging Behavior in Inclusive Classrooms; Supporting Socially Just Educators

Lover of Coffee!



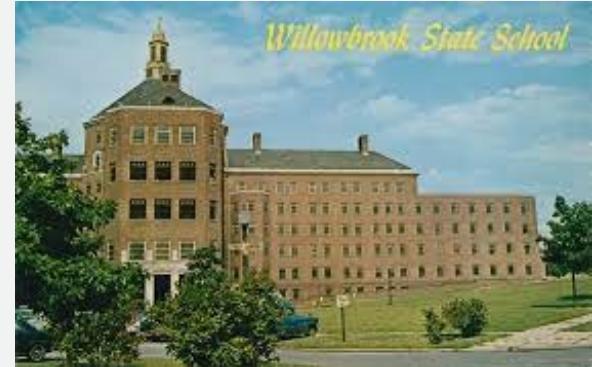
Professionally



- Syracuse University (Go Orange!): PhD: Inclusive Special Education; Certificate of Advanced Studies: Disability Studies; MS: Inclusive Special Education- Multiple and Severe Disabilities; BS: Inclusive Elementary and Special Education + History
- Assistant Professor and Program Coordinator: M.Ed Programs in Special Education at Plymouth State University in Plymouth, NH
- Collaboration w/Schools: I also work with schools and districts to support them in including students with disabilities, including students with complex support needs and/or challenging behavior, in inclusive classrooms

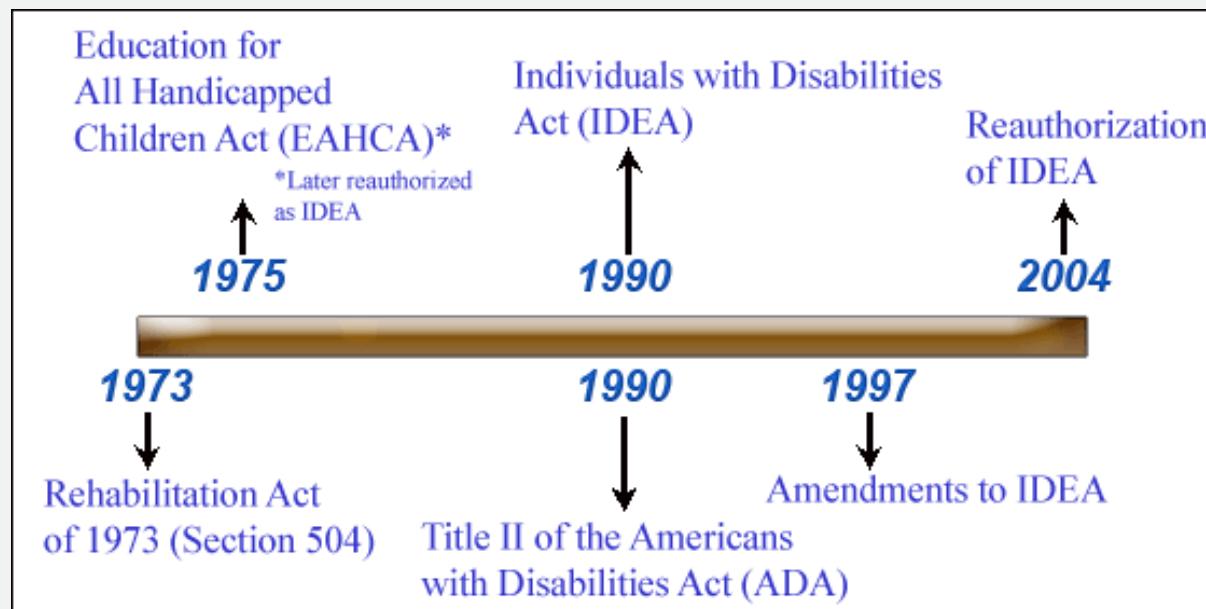
Brief Journey through Disability History: Almost (and only) 50 Years of Public Education Access

- 1800s: Institutionalization Begins
- Late 1800s: Eugenics Begins
- 1945: Truman, national Employ the Handicapped Week
- 1961: JFK appoints panel on "mental retardation"
- Mid 1960s: Deinstitutionalization Movement takes off
- 1966: *Christmas in Purgatory*
- 1972: Geraldo Rivera's expose on Willowbrook State School
- 1968: First Special Olympics, 1000 athletes
- 1971: PARC vs. State of PA, consent decree that declared state laws unconstitutional, need to evaluate and place students
- 1973: Federal Rehabilitation Act (Section 504)
- 1975: Education for Handicapped Children Act
- 1990: Americans with Disabilities Education Act (ADA) and Individuals with Disabilities Education Act (IDEA)
- 2004: Individuals with Disabilities Education Improvement Act (last reauthorization)
- 2010: Rosa's Law changes language in federal law from mental retardation to intellectual disability



So, What is the IDEA?

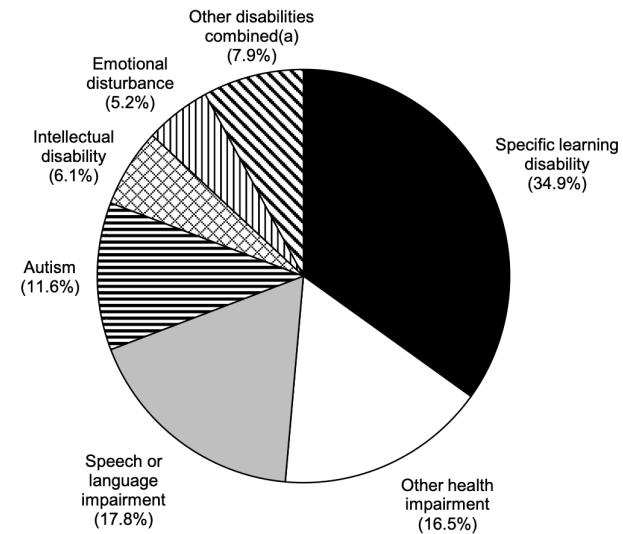
- Federal Education Law
- IDEA: Last reauthorized in 2004
- This legislation ensures that students with disabilities cannot be denied a public education



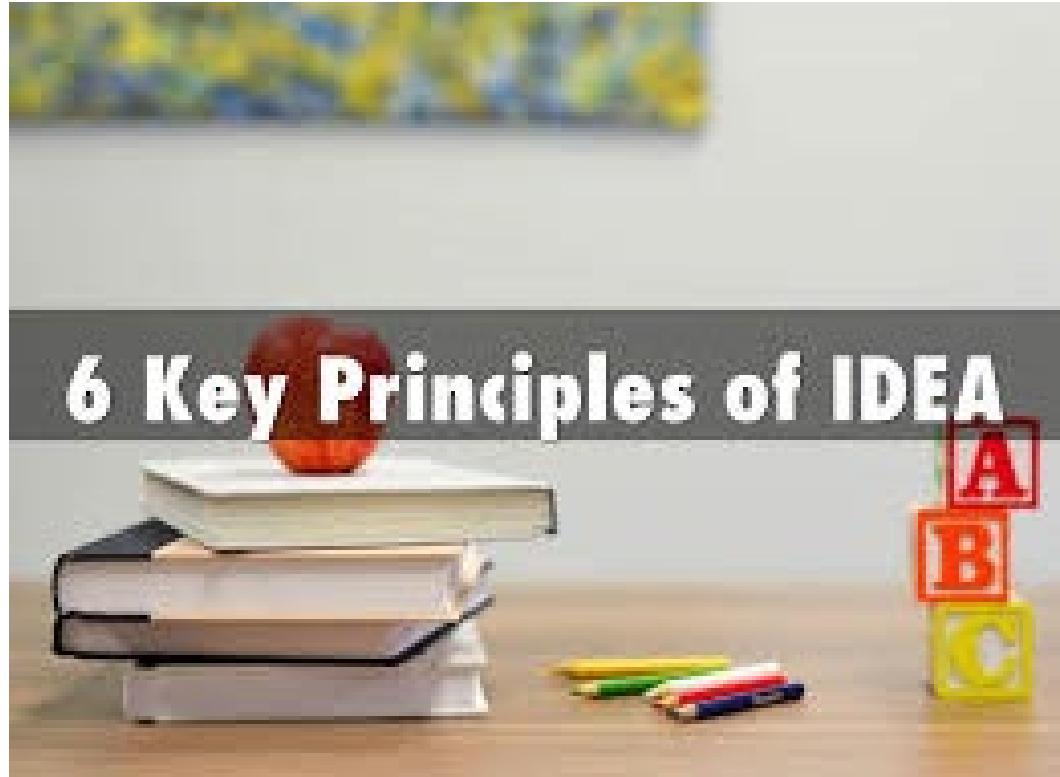
13 Federal Categories for IDEA Qualification

- Autism
- Intellectual Disability
- Specific Learning Disability
- Emotional Disturbance
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Hearing Impairment
- Deafness
- Visual Impairment, including Blindness
- Deaf-Blindness
- Orthopedic Impairment
- Multiple Disabilities
- Developmental Delay (until age 9)

Exhibit 21. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by disability category: Fall 2020



The 6 Principles of IDEA



- FAPE: Free Appropriate Public Education
- Appropriate, Non-Discriminatory Evaluation
- LRE: Least Restrictive Environment
- IEP: Individualized Education Plan
- Parent and student participation
- Procedural safeguards

FAPE

- Free and appropriate public education
- All students, regardless of disability, are to receive a free, appropriate education provided by their local public education system in which they reside.





IEP

- Individualized Education plan
- Students receive an IEP that includes their present levels of performance, annual goals, supplementary aids and services, accommodations, testing accommodations, among many other things
- Reviewed/updated every year
- Re-evaluated every 3 years

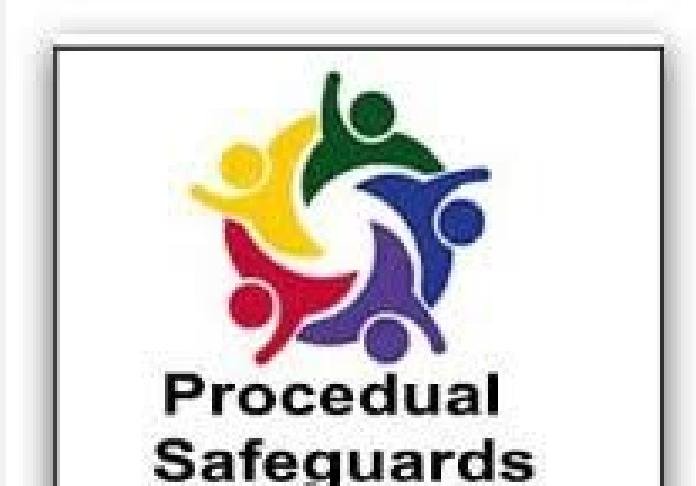
Major Components of an IEP

- PLOPs: Present Levels of Performance (Academic, Social, Physical, Management Needs), including strengths and areas of need
- Measurable annual goals
- Special education services and related services
- Program accommodations and modifications
- Transition planning and goals for students 14+
- Progress monitoring: how often progress will be shared with parents (must be AT LEAST as often as students without IEPs get progress sent home, such as report cards)



Procedural safeguards

- Right to see all records
- Right to an impartial hearing
- Right to receive prior notices
- Right to engage in mediation
- Right to have an attorney
- Right to move to a state-level appeal if unsatisfied with the local education authority's hearing



Parent and student participation



- Parents have the right to give consent and participate in every part of the education process
- Parents are co-equal members of the team
- "when appropriate, " per IDEA, the student has the right to participate in the same ways



Appropriate evaluation

- Multiple, varied assessments
- In students' native language
- Nondiscriminatory with nonbiased procedures
- Use of standardized measures

LRE: Least Restrictive Environment

****arguably, most important principle in connection to inclusive service delivery****

- Each public agency must ensure that–
 - (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

IDEA, The Law and inclusive education

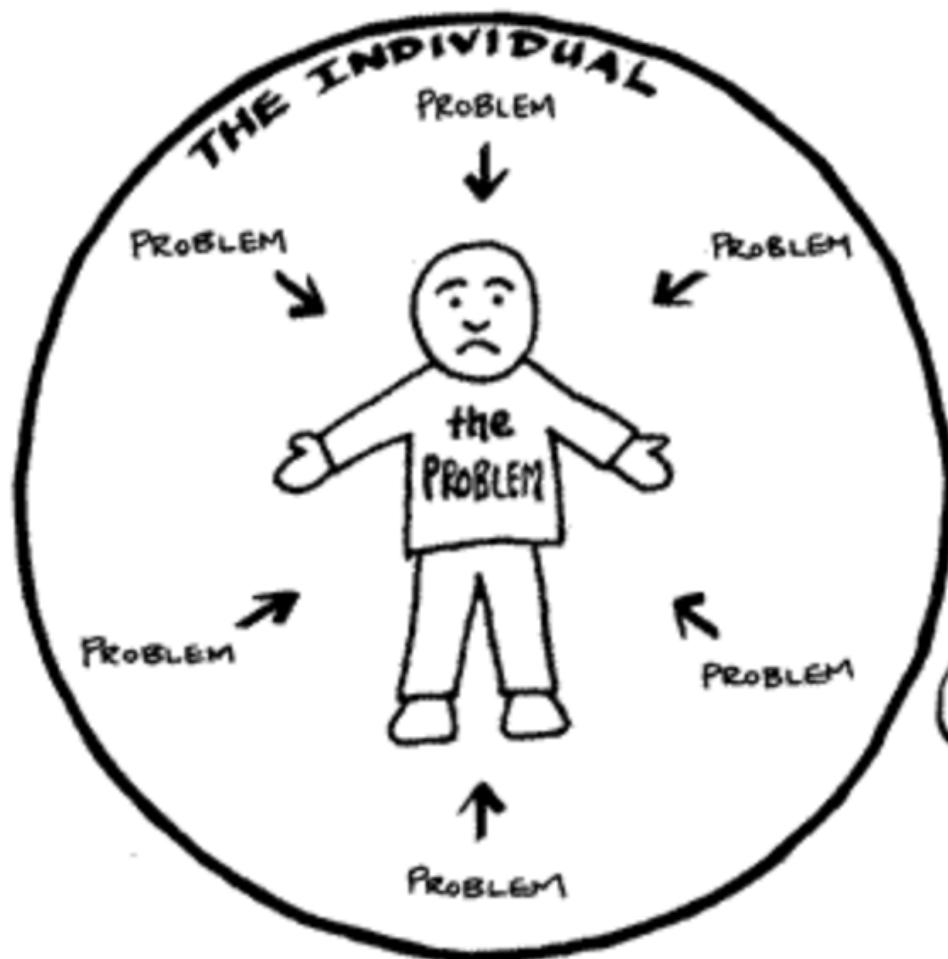
- The law leans towards supporting inclusive learning opportunities, but includes language around "to the maximum extent possible"
- Automatic placement to a specific program based on a disability label, without trying general education with the use of supplementary aids and services, is not in line with the law and court rulings
- Special education is a service, not a place and needs to be individualized (not about fitting students into existing programming)



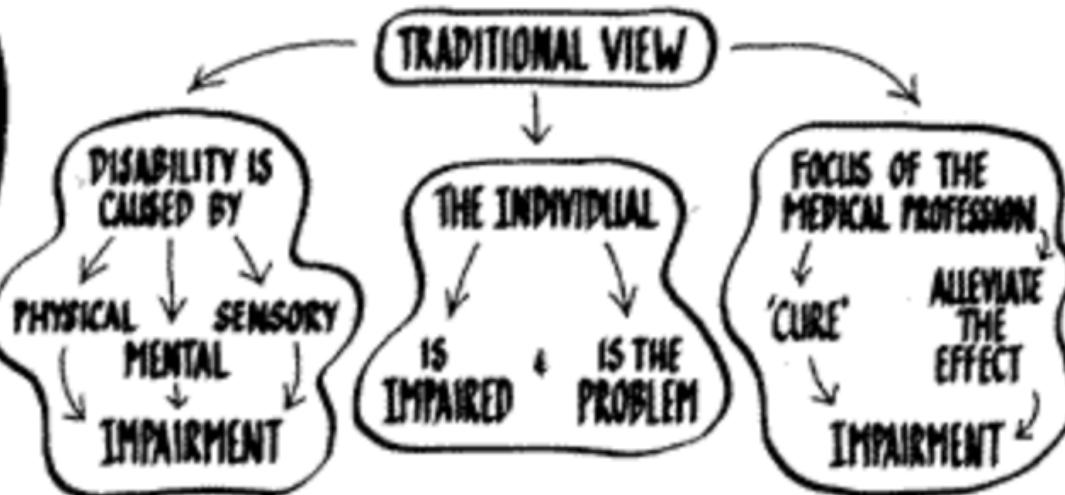


Shifting Views on Disability

THE MEDICAL MODEL OF DISABILITY

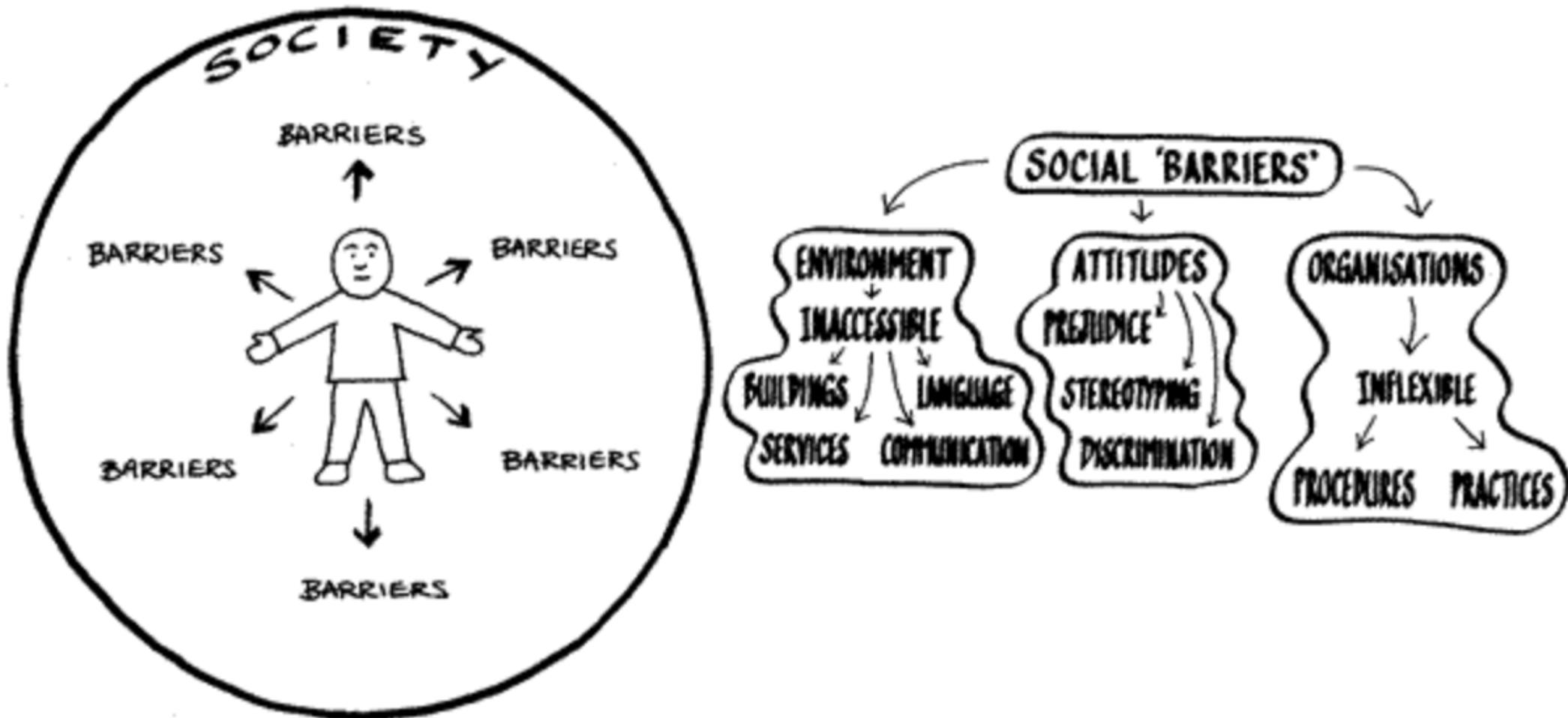


IMPAIRMENTS AND CHRONIC ILLNESS OFTEN POSE REAL DIFFICULTIES BUT
- THEY ARE NOT THE MAIN PROBLEMS

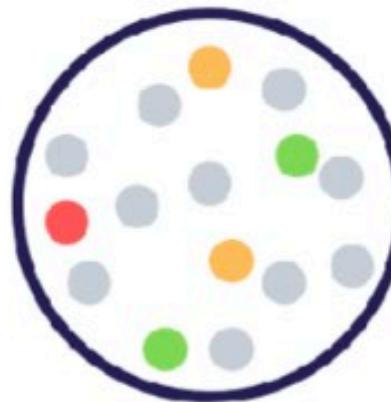


The Medical Model of Disability states that people are the problem. **Source:** <http://ddsg.org.uk/taxi/medical-model.html>

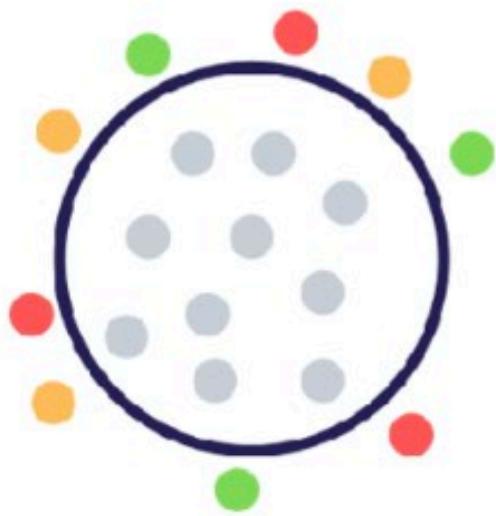
THE SOCIAL MODEL OF DISABILITY



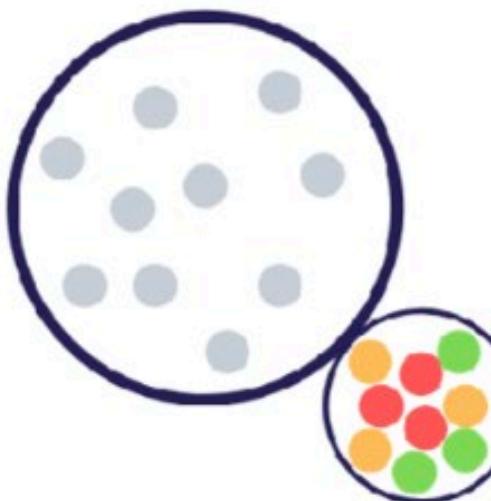
The Social Model of Disability states that society is the problem. **Source:** <http://www.ddsg.org.uk/taxi/social-model.html>



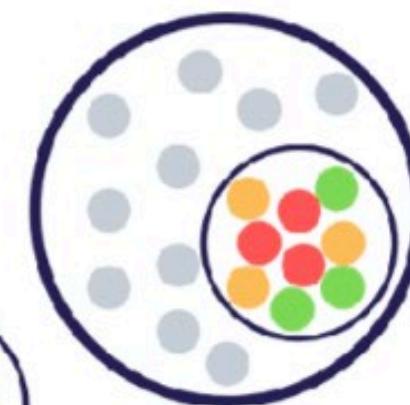
INCLUSION



EXCLUSION



SEGREGATION



INTEGRATION

Inclusion Starts with... Pedagogy



That believes ALL students belong

That believes ALL students make meaningful contributions to all that is happening

That believes ALL students are capable of learning and should have access to grade level content and curriculum

That values the diversity all learners add to the community... does not place value on "normal" and does not aim to "fix" or "change"

That believes in creating a space and learning opportunities that work for a wide range of learners

That emphasizes utilizing all adults to meaningfully engage all students in learning

Pedagogy then Informs Practices, such as...

- Hiring folks committed to inclusive education
- Intentionally built classroom community- community builders, highlighting of student strengths
- Co-planned and co-taught curriculum
- Ownership by all adults over all students (no “my students” and your students)
- Differentiated Learning Opportunities- provides opportunities for all members to engage, participate, and show what they know
- Centers change-making to create a space that better meets the needs of its members
- Intentional and meaningful adaptations (accommodations and modifications) to increase access to general education and peers
- Humanistic, individualized behavior supports
- Maintains high expectations for all learners



What is the most common push-back to or claims we hear about inclusive education?

<http://tinyurl.com/PSUWebinar>

Myth or Fact #1

Inclusive education can/will
only benefit certain students

According to the research...

- All students can benefit from inclusive access to general education classrooms
- There are not minimum prerequisite skills required to be able to benefit from inclusive education
- Students considered to have more significant disabilities make increased educational gains in inclusive classroom settings



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Myth or Fact #2

Inclusive classrooms take away
from the learning of non-
identified general education
students.

According to the research...

- At worst, there is neutral impact on non-identified students in inclusive classrooms
- At best, inclusive classrooms support academic, social, and other gains for all students in a classroom, regardless of disability status
- Students with and without disabilities learn skills from sharing classroom spaces of benefit far beyond the classroom



Myth or Fact #3

- Separate special education classrooms provide environments that better meet the needs of students with disabilities

According to the research...

- Separate classrooms often provide much greater levels of distraction
- Separate classrooms provide far less academic rigor and access to grade level connected education
- Separate classrooms provide negative behavior models
- Separate classrooms do not support social growth
- Separate classrooms generally provide a lower quality classroom community to support learning



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Myth or Fact #4

Students with disabilities
make better academic gains in
separate classrooms

According to the research...

- As connected to the previous question, separate classrooms, per research, most often do not provide the same high-quality instruction and include factors that can hinder learning
- The more access to grade level content students have, the greater the academic gains they make
- Students are supported through differentiated instruction and effective co-teaching models



Myth #5

Inclusive Education is more expensive than traditional approaches

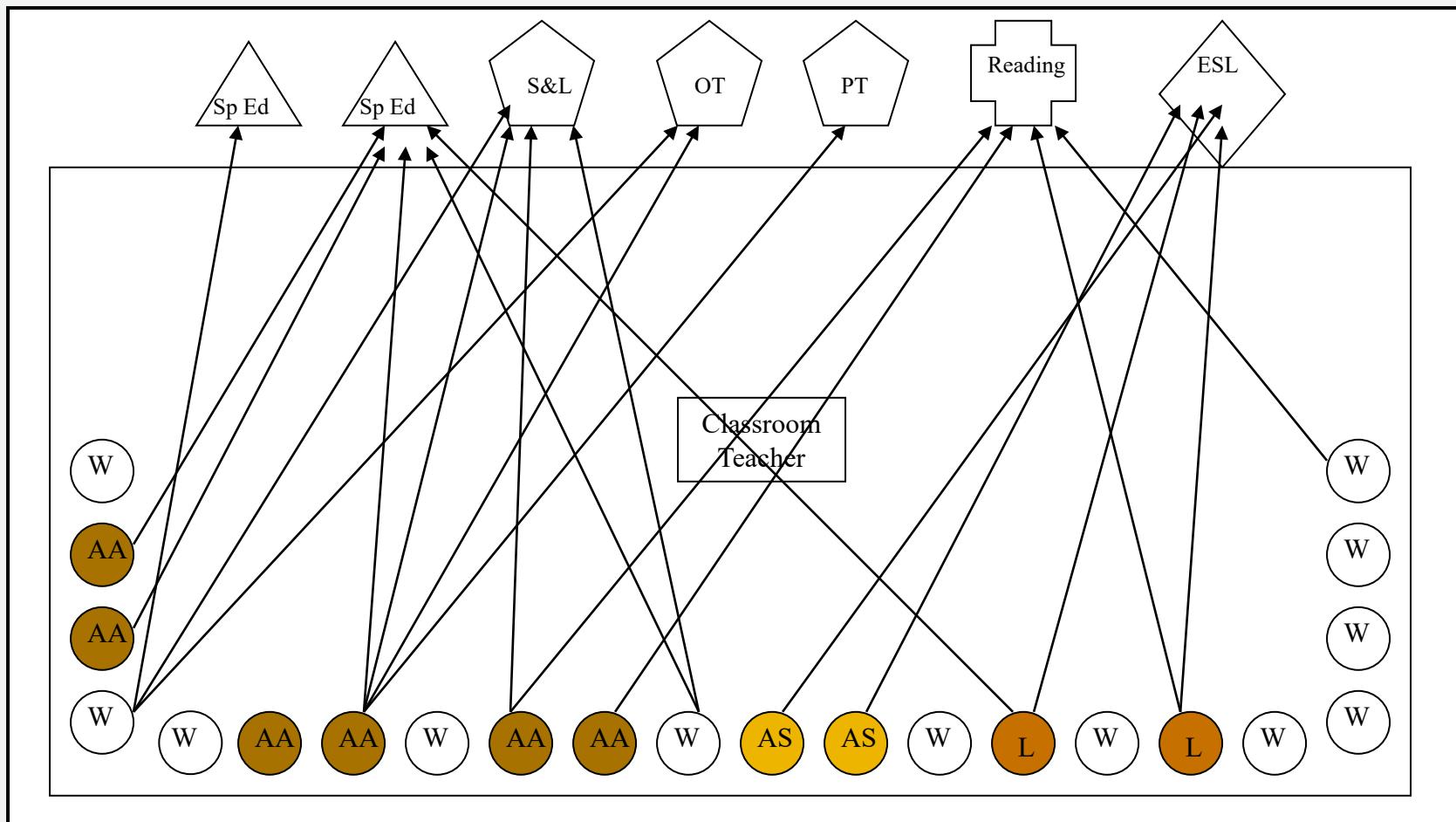
According to the research...

- Inclusion can be done with the same budget, or less and involves a restructuring of resources
- Inclusion often supports more effective use of all adults in the school

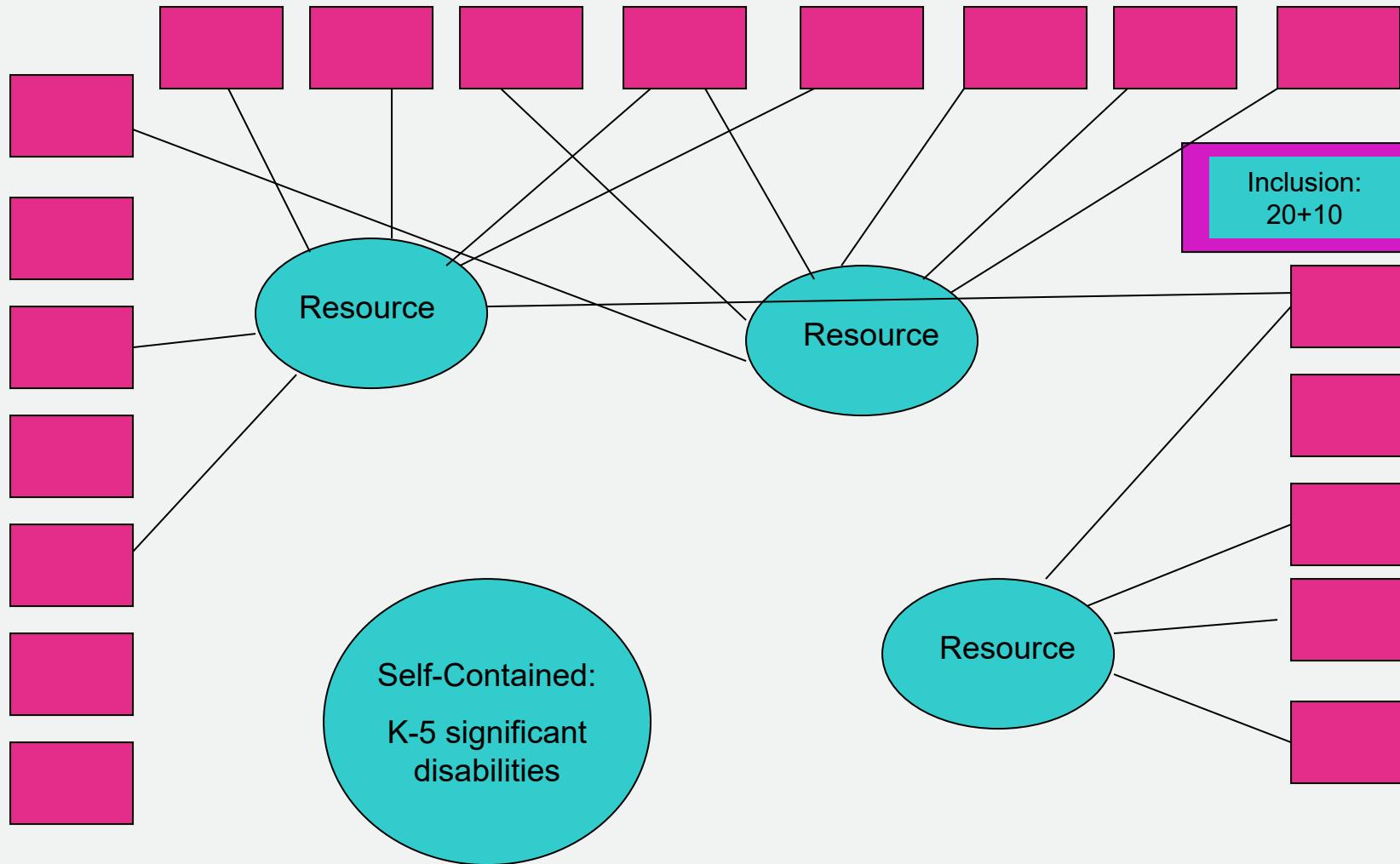


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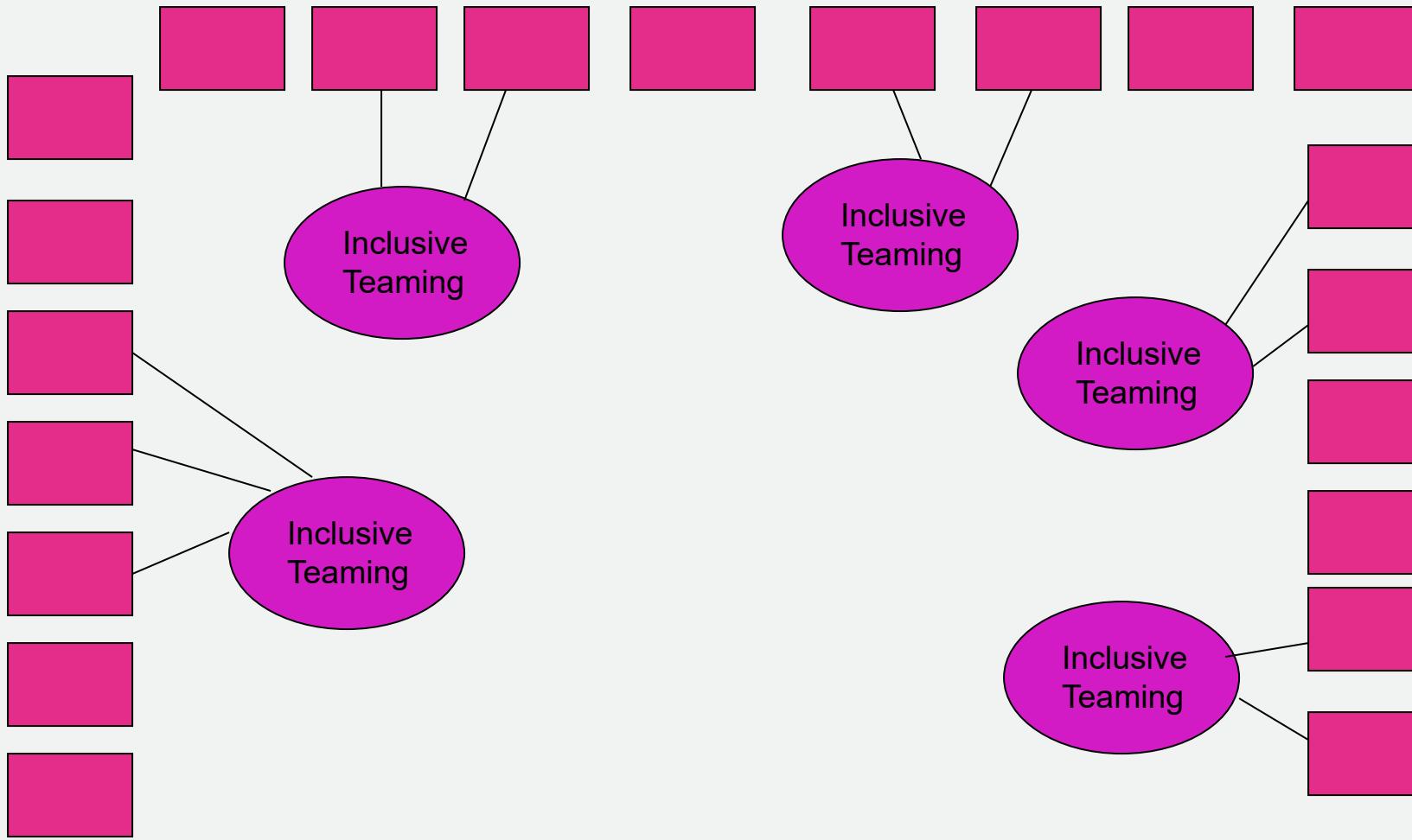
Elementary Classroom Disrupted by Pullout



Special Ed Model: Before



Special Ed Model: After



Statewide Reading Test Data

Category	Before	3 years later
Students Tested (%)	70	98
All students – Proficient or advanced (%)	50	86
African-American students – Proficient or advanced (%)	33	78
Asian students – Proficient or advanced (%)	47	100
Hispanic students – Proficient or advanced (%)	18	100
Special education students - Proficient or advanced (%)	13	60
ELL students - Proficient or advanced (%)	17	100
Students in poverty - Proficient or advanced (%)	40	78



Upcoming Offerings in Special Education @ PSU



Spring 2024

- 2nd Half of Semester: SE 5765 (Working w/Families and Children) & SE 5600 (Language & Learning Disability)

Summer 2024

- SE 5400 (Classroom Strategies), SE 5300 (Special Education Law), SE 5581 (Tech for Diverse Learners), & SE 5600 (Language & Learning Disability)

Fall 2024

- SE 6040 (Curriculum Development in SPE), SE 5570 (Autism & Spectrum Disorders), SE 5770 (Behavior Disorders in School-Age Children)

Upcoming Professional Development Opportunities



<https://www.plymouth.edu/educator-preparation/opportunities-k-12-schools-educators>



VISIT APPLY GIVE  

Holmes Center for School Partnerships and Educator Preparation

Road to Teacher Certification

Internship in Teaching

Accreditation

Opportunities for K-12

Enhancing Classroom Interaction & Using Technology to help English Language Learners (ELLs) develop language skills at all levels

Date: March 6

Time: 9:00am - 12:00pm

Cost: Free

Location: Plymouth State University

Presented by [Dr. Sarah Jusseaume](#) in HUB Hage room

This workshop will begin with strategies and tips for increasing ELL engagement in the classroom, with a focus on improving peer-to-peer interaction. We will also discuss strategies for using technology and online discussions to help ELLs develop language skills at all levels. Connections will be made to Common Core standards.

[REGISTER HERE](#)

Creating Curricular Access: UDL, Differentiation and Adaptations in the Classroom

Date: March 7

Time: 9:00am - 12:00pm

Cost: Free

Location: Plymouth State University

Presented by [Dr. Sara Scribner](#)

This session will focus in on the key components of Universal Design for Learning (UDL), differentiation, and accommodations and modifications in the classroom, as well as key differences across these various approaches to student support. Furthermore, attendees will consider how these different approaches can compliment one another and be applied within the classroom.

[REGISTER HERE](#)

Fundamentals of Co-Teaching and Collaboration for Educators

Date: March 28

Time: 9:00am - 12:00pm

Cost: Free

Location: Plymouth State University

Presented by [Dr. Sara Scribner](#)

Within this session, attendees will consider key skills and dispositions for effective collaboration within schools. Furthermore, the 6 main co-teaching models will be explored,

Teaching and Assessing English Language Learner (ELL) Speaking and Listening

Date: April 3

Time: 9:00am - 12:00pm

Cost: Free

Location: Plymouth State University

Presented by [Dr. Sarah Jusseaume](#)

This workshop will focus on teaching and assessing speaking and listening skills, which often develop separately from reading and writing. Focus on the difference between Basic



Question? Comments?

Reach out any time:

sara.scribner@Plymouth.edu

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